

SECTION III:

Items for Testing

Testing, like other aspects of pedagogy, reflects the teaching philosophy and personal style of instructors. For instance, instructors whose primary goal is mastery of information and theory tend to design tests that emphasize retention and understanding of material covered in readings and class meetings. On the other hand, teachers who focus on applying material personally are more likely to structure tests to measure how well students can apply and extend conceptual material. The content of *Gendered Lives* lends itself to both objective and subjective forms of testing.

Because not all instructors teach or test in the same ways, this section of the teachers' guide includes different kinds of test items: multiple choice, true-false, short essay, longer essay, and identification items. Since instructors will assign chapters in different orders and will cover varying amounts of information on each test, we have organized items by the chapter in which they are covered. In addition to items based on *Gendered Lives*, suggestions for testing include "class business topics" and "student authored items." Including some of each of these on your tests will underline the importance of current issues discussed in class and of students' participation in structuring the course.

For essay and short answer items we outline concepts and ideas that students might appropriately include. However, students might include other, equally appropriate material in substantive essays. Thus, individual instructors should create their own target answer for essays, using our suggested answers only as guidelines.

Introduction: Opening the Conversation

Multiple Choice

1. The Industrial Revolution transformed social views of the essence of masculinity from _____ to _____.

- A. courage to strength
- B. physical strength to ability to earn an income
- C. intelligence to physical strength
- D. ambition to attractiveness
- E. none of the above

ANS: B

REF: p. 9

2. Wood argues that communication is the fulcrum for change because

- A. change comes through communication.
- B. communication allows us to identify and challenge cultural views.
- C. communication allows us to define alternatives and persuade others.
- D. individuals may be powerful social agents for change through communication.
- E. All of the above are valid reasons.

ANS: E

REF: pp. 10-11

3. Heterosexual men and women report being happier and more satisfied with their relationships when their partners

- A. define themselves as feminists.
- B. define themselves as nonfeminists.
- C. have the same attitudes toward feminism as they do.
- D. are unconcerned about feminism.
- E. There is no research about relationship satisfaction and feminisms.

ANS: A

REF: p. 4

4. If we break the word “feminism” down to its roots, *femme* and –ism, what does it literally mean?

- A. in favor of women
- B. superiority of women
- C. a political position about women
- D. a cultural position about women
- E. equality for women

ANS: C

REF: p. 3

5. What percentage of seats in the U.S. Senate and House of Representatives are held by women as of 2012?
- A. 50%
 - B. 30%
 - C. 10%
 - D. 25%
 - E. 17%

ANS: E
REF: p. 10

True/False

6. Being feminist is in conflict with being feminine.

ANS: F
REF: p. 4

7. Because our perspectives are limited by our social positions (e.g., sex, class, race, sexual orientation), we can never fully understand the lives of people who differ from us.

ANS: T
REF: p. 3

8. The term “feminism” was coined in France in the early 1800s.

ANS: F
REF: p. 3

9. The author of the textbook agrees that we live in a post-feminist society where gender-based inequalities generally no longer exist.

ANS: F
REF: p. 9

10. Terms such as “spouse,” “husband,” “wife,” and “marriage” are inclusive of all people.

ANS: F
REF: p. 5

11. Topic or question should come from class business. See pages 7-8 of this manual for details on this activity.

Identification

12. Socially constructed

ANS: Social construction means something is changeable. This concept allows us to question and resist its continuation. In the readings, inequality is offered as a prime example of a social construction that influences our lives.

REF: pp. 2-3

13. Inclusive language

ANS: Inclusive language is more than simply “adding” women. Inclusive language is used to recognize individuals and groups marginalized in current society. For example, the word “partner” is more inclusive than “spouse” because the latter term excludes gays and lesbians and fails to acknowledge the intimate connection between people who cohabit without marriage.

REF: p. 5

14. Feminism

ANS: Feminism is a word that has different meanings for different people. It comes from a French word meaning “woman” and “political position.” Most feminists agree that it is a “a movement for social, political, and economic equality of women and men,” and many people go beyond this to work to increase rights for all disadvantaged groups.

REF: pp. 3-4

Essays

15. Identify and explain why many people do not identify themselves as feminists, even when their beliefs and values align themselves with those of feminism.

ANS: Feminism is not one single belief or political position. The media portrays feminists as “man-hating, tough, shrill extremists.” Feminism is often portrayed as in conflict with femininity.

REF: pp. 3-4

16. Explain what the author of *Gendered Lives* means when she writes that privilege and disadvantage are unearned.

ANS: The social disadvantages and privileges that accompany race, class, gender, sexual orientation, etc. are not earned. They do not reflect the achievements, efforts, or failings of individuals who enjoy or suffer them.

REF: pp. 2-3

17. The author of your textbook talks about privileges and disadvantages that are part of her social location (and standpoint) that she did not earn and explains how they shape how she sees

the world. Choose one privilege and one disadvantage that is part of your social location and explain how it shapes how you see the world.

ANS: Responses will vary depending on the social location selected. Students may choose to talk about their race, gender, sex, sexuality, religion or spirituality, class, geographic location, or other marker. They should be specific in their explanation.

REF: pp. 1-2

18. The author of your textbook argues that while many believe that we live in a post-feminist era, in which gendered inequalities have largely been eliminated, we do not in fact live in a culture of gender equality. What reasons does she use to support her argument?

ANS: Women experience a lack of access to and barriers to reproductive choice in the United States. Women continue to earn less money for equivalent work. Only 17% of the seats in the Senate and House of Representatives are held by women. The Senate has not ratified the UN Convention on the Elimination of all Forms of Discrimination Against Women. Women still spend twice as much time on housework and childcare as men.

REF: pp. 9-10

19. What reasons does the author of your textbook provide for preferring the term “partner” to terms such as “spouse,” “husband,” or “wife?”

ANS: Wood argues that terms such as “spouse,” “husband,” and “wife” exclude lesbians, gay men, transsexed, transgendered, and intersexed people because many states prohibit these people from marrying. She uses “partners” to be inclusive of all people.

REF: p. 5

Chapter 1: The Study of Communication, Gender, and Culture

Multiple Choice

1. Rick was born with male and female sex organs. Which of the following is the best term to describe Rick as a person with biological qualities of a male and a female?
- A. transsexuals
 - B. intersexed
 - C. transgendered
 - D. gender rebels
 - E. dualsexed

ANS: b

REF: p. 21

2. Which of the following is NOT one of the ways cultures reflect their views of gender?
- A. communication within the culture
 - B. cultural practices
 - C. cultural institutions
 - D. biology
 - E. none of these

ANS: D

REF: pp. 29-30

3. Which of the following persons would be accurately described as “cisgendered”?
- A. a person born as a biological female who embodies both masculine and feminine characteristics
 - B. a biological male who prefers romantic and sexual relationships with biological males
 - C. a biological female who identifies as female and feminine
 - D. a biological female who enjoys dressing in men’s clothing
 - E. a person whose biological sex is inconsistent with their gender identity

ANS: c

REF: p. 26

4. The meaning of masculinity and femininity in our lives is affected by
- A. our age.
 - B. our race.
 - C. our interactions with others.
 - D. the historical time period in which we live.
 - E. all of the above

ANS: e

REF: pp. 22-25

5. Research that examines the reasons why working mothers are often forced to return to the workplace earlier than they want and attempts to change the dynamics of the corporate world to end these practices would be best served by which research methods?
- A. quantitative research methods
 - B. qualitative research methods
 - C. mixed research methods
 - D. critical research methods
 - E. none of these

ANS: D

REF: p. 16

6. The term *patriarchy* literally means
- A. oppression of females.
 - B. from male standpoint.
 - C. rule by the fathers.
 - D. government by men.
 - E. all of the above

ANS: c

REF: p. 30

7. Which of the following is not one of the current meanings of masculinity in American culture?
- A. emotional engagement
 - B. strength
 - C. ambition
 - D. success
 - E. rationality

ANS: A

REF: p. 22

8. Yan Bing and Dianna are college students discussing how they each define “cheating” in a romantic relationship. Yan Bing considers flirting during an IM conversation cheating, but Dianna thinks cheating only involves physical contact. Later, they continue the discussion with friends over dinner. This scenario best describes which of the following?
- A. Communication is a dynamic and contextual.
 - B. Communication is gendered.
 - C. Yan Bing and Dianna are exhibiting feminine styles of communication.
 - D. Content level of meaning and relationship level of meaning are not the same thing.
 - E. All of the above

ANS: A

REF: p. 31

9. A professor says to a student, “I will not accept your paper after 5 pm today.” The content level of meaning in this message is that

- A. the professor is open to negotiation.
- B. the professor feels s/he has to explain the policy to the student.
- C. the professor can exercise power over the student.
- D. the professor feels s/he has greater status than the student.
- E. the professor won't accept the paper after 5 pm today.

ANS: E

REF: pp. 32-33

10. Topic or question should come from class business. See pages 7-8 of this manual for details on this activity.

True/False

11. Gender is a relational concept because masculinity and femininity make sense in relation to one another.

ANS: T

REF: p. 25

12. The thinness valued as desirable and beautiful in American culture has always been the standard for attractiveness in that culture.

ANS: F

REF: p. 24

13. The Industrial Revolution led to the redefinition of masculinity and femininity.

ANS: T

REF: p. 24

14. If you were to speak out on campus about sexual assault, you could possibly change the way your friends conceptualize gendered violence.

ANS: T

REF: p. 23

15. Hermaphrodite is the preferred word for people who have male and female sex organs.

ANS: F

REF: pp. 20-21

16. Androgyny is a term describing individuals who “feel their biological sex is wrong—that they are really women trapped in men’s bodies or men trapped in women’s bodies.”

ANS: F
REF: p. 23

17. There are two distinct genders, female and male.

ANS: F
REF: pp. 19-25

18. Gender identity is the same thing as one's biological sex.

ANS: F
REF: p. 21

19. Most transsexuals experience a change in their sexual orientation after transitioning.

ANS: F
REF: pp. 26-27

Identification

20. Content and relational levels of meaning

ANS: Communication includes the content level of meaning, which is the literal or informational message, and the relational level of meaning, which defines the relationship between communicators. Both levels must be understood to interpret communication. Dimensions of the relational level are liking, responsiveness, and power. Example, C = "I'll meet you at the thing over by the place." R = liking/familiarity between communicators.
REF: pp. 32-33

21. Essentializing

ANS: Essentializing involves referring to all men as if they are the same, and as if that similarity reflects some fundamental essence that is maleness. In the same vein, essentializing involves referring to all women as if they are the same, and as if that similarity reflects some fundamental essence that is female-ness. Essentializing is problematic because it obscures differences between people of the same sex while also minimizing similarities between women and men.
REF: p. 19

22. Sex

ANS: Sex is an individual quality determined by biology (chromosomes and hormones). Sex is biological; gender is socially constructed. Sex is innate; gender is learned. Sex is unchanging, or stable (possible exception--sex change surgery.)

REF: pp. 19-20

23. Gender

ANS: Gender refers to the traits, behaviors, and assumptions linked to masculinity and femininity. Individuals perform gender roles, however, those roles are created and defined by society at large. Gender varies over time and between and within cultures.

REF: pp. 19-25

24. Sexual Orientation

ANS: A person's preferences for romantic and sexual partners. Heterosexual orientation means one is romantically and sexually attracted to members of the other sex, while gays and lesbians are attracted to their own sex. Bisexuals are attracted to members of both sexes.

REF: p. 26

25. Symbols

ANS: Symbols are what humans use to communicate. They include signs and words. Symbols are abstract, arbitrary, and ambiguous. Symbols require mediation or interpretation of thought. Humans create meaning because symbols are not innate. People differ in how they perceive and interpret communication.

REF: pp. 33-34

26. Intersexed

ANS: Intersexed individuals are born with ambiguous genitals and may differ from most people in hormonal, chromosomal, and physiological ways. Concerning intersexed people, doctors have routinely decided which sex the child was "meant to be" and advised parents to authorize "clarifying surgery" that then allowed parents to bring the child up as the sex it was "meant to be."

REF: pp. 20-21

27. Transsexual

ANS: Transsexual is a term that usually refers to someone who has changed their physical sex to more closely align with their sexual identity. This is done through hormones and surgery. Transsexuals are often referred to as post-transitional males to females (MTF) or post-transitional females to males (FTM).

REF: p. 26

28. Cisgendered:

ANS: A person whose biological sex and gender identity are consistent. The term draws attention to the taken-for-granted assumption that all people experience consistency between sex, gender and social orientation.

REF: p. 26

29. Patriarchy

ANS: Patriarchy is a term that literally means “rule by fathers.” To say that a culture is patriarchal means that it is primarily focused on men’s goals, needs, and realities. Men are given preference over women as ideologies, structures, and practices are defined by and for men.

REF: p. 30

30. Transgendered

ANS: Individuals who feel that their biologically assigned sex does not match their true sexual identity.

REF: p. 26

Essays

31. Popular psychology books often profile the behaviors and characteristics of the “opposite sexes.” Based on your understanding of material from Chapter 1, how would you critique this labeling of men and women? Make sure your answer demonstrates your understanding of essentializing, androgyny, and sex and gender. The framework for the answer to this essay may be found throughout Chapter 1.

ANS: Answers should:

Explain the difference between the definitions of sex and gender (pages 19-25)

Explain the tendency of these books to essentialize or presume that all members of a sex are alike in certain respects (page 19) and focus on these as key opposing differences between sexes. Reference that many men and women have androgynous characteristics, or qualities associated with both masculine and feminine ideals (page 23). Students may also note that men and women have many similarities (page 18) and how societal definitions of gender are in a constant state of change.

REF: pp. 18-25

32. The term “cis” has come to be used to designate a person who fits conventional gender categories. Explain how cis is used and why it is an important word.

ANS: A biological woman who identifies as female and feminine is a ciswoman or cisgendered. A man who identifies as male and masculine is a cisman and cisgendered. This is an important word because it recognizes that the terms “woman” and “man” assume sex and gender in line with cultural expectations. Since our culture calls attention to being gay and being transgendered, for example, people who fit conventional categories should be similarly labeled.

REF: p. 26

33. Define levels of meaning in communication and provide a concrete example of each level of meaning.

ANS: Communication has two levels of meaning: content and relationship. Content level of meaning is the denotative, or literal, meaning of communication. Relationship level of meaning defines the relationship between communicators. Dimensions of relationship level meaning are power, liking, and responsiveness. Example: "You will do what I say." Content level of meaning is that the receiver of this message will do what the sender says. Relationship level of meaning is that the sender has the power to tell the receiver what to do.

REF: pp. 32-33

34. Unlike sex, gender is a relational concept. Explain what this means and the implications of it, and give an example that illustrates your point.

ANS: Gender is a relational concept because we can only understand femininity compared and contrasted with masculinity. Likewise, we cannot understand masculinity without the concept of femininity. We socially construct these two to be opposites; for example, if we see masculinity as being about strength, then femininity is seen as weakness. This concept is important because it means that when we change our ideas about one gender, we necessarily change the way we think about another gender.

REF: p. 25

35. What is the difference between being transgendered and transsexual?

While some people may define these terms differently, generally a transgendered person is someone who feels that his or her gender identity does not match his or her biological sex. For instance, a transgendered person may have been born female but feel male or very masculine. A transsexual person is someone who has taken hormones or had surgery to change one's biological sex. Some transgendered people never want to have surgery to become a different biological sex.

REF: p. 26

36. Describe three cultural structures and practices that reflect and promote a culture's views of gender and sex.

(1) Communication announces social views of gender and defines for us what is considered normal and appropriate masculine and feminine behavior. (2) The family frequently defines for us what it means to be masculine and feminine by modeling gendered behaviors for us. (3) The judicial system frequently reinforces gendered parenting roles in families.

REF: p. 30

Chapter 2: Theoretical Approaches to Gender Development

Multiple Choice

1. Which of the following is generally true?
 - A. Most women use only the right lobe of their brain.
 - B. Most men use only the left lobe of their brain.
 - C. Most men's brains are more highly integrated than most women's brains.
 - D. A and B
 - E. None of the above

ANS: E

REF: p. 41

2. Research into female hormones asserts that
 - A. estrogen causes women's bodies to produce "good" cholesterol and to make blood vessels flexible.
 - B. estrogen strengthens the immune system, making women less susceptible to immune disorders, infections, and viruses.
 - C. estrogen causes more fat tissue to form around a woman's hips, providing cushioning for a fetus during pregnancy.
 - D. estrogen causes the liver to process alcohol more slowly, making women quicker to feel the effects of alcohol.
 - E. all of the above

ANS: E

REF: p. 39

3. Which of the following is/are true of queer theory?
 - A. Queer theory critiques what we consider to be normal and abnormal.
 - B. Queer theory applies to only gay people, not heterosexual people.
 - C. Queer theory focuses on sexuality as the most important identity marker.
 - D. Queer theory advocates for more defined identity categories.
 - E. All of the above

ANS: A

REF: p. 54

4. When parents who seek to promote traditional gendered behaviors in their children reward tomboys for wearing frilly dresses or punish effeminate boys for playing with Barbies, they are assuming which theory of gender?
 - A. biological theory
 - B. psychodynamic theory
 - C. social learning theory
 - D. symbolic interaction theory
 - E. standpoint theory

ANS: C

REF: pp. 45-46

5. At age 3, Bonnie realizes she is female and she wants to become skilled at being a girl. She begins to watch her mother and older sister and to model her behaviors after theirs. Bonnie's efforts to learn how to act feminine are best explained by which theory?
- A. cognitive development
 - B. social learning
 - C. psychodynamic (or psychoanalytic)
 - D. biological
 - E. both B and C

ANS: A

REF: pp. 46-47

6. According to standpoint theory
- A. people with the most social privilege are most likely to develop an oppositional stance toward existing power structures.
 - B. people who are privileged in some ways but disadvantaged in others are most likely to develop an oppositional stance toward existing power structures.
 - C. people with the least social privilege are most likely to develop an oppositional stance toward existing power structures.
 - D. no group is more likely than another to develop an oppositional stance toward existing power structures.

ANS: C

REF: pp. 51-53

7. David is a stay-at-home father of two young daughters who attends a "mommy and me" playgroup for young children and their caregivers. He is the only male caregiver to attend the group. According to standpoint theory, which statement(s) best explain(s) this scenario?
- A. As members of different genders, David and the female caregivers have developed different ways of thinking about parenting, different techniques for parenting, and different skills for parenting.
 - B. David and the mothers' viewpoints are limited and partial.
 - C. David may view parenting differently from the mothers' perspectives based on their different standpoints.
 - D. It would be possible for David and the mothers in the group to work to understand the others' standpoints.
 - E. All of the above

ANS: E

REF: pp. 51-53

8. Children learn who they are and what that means in their culture through interaction with parents, teachers, and friends. Through this, they learn gender roles for men and women and may internalize them. Which theory does this definition best describe?
- A. cognitive development
 - B. social learning
 - C. psychodynamic (or psychoanalytic)
 - D. biological
 - E. symbolic interactionism

ANS: E

REF: p. 50

9. Kate explains, “When I was a little girl, I always wanted to be outside playing and getting dirty. However, my mom dressed me in fussy clothes with lots of ruffles and bows, and dressy shoes that were hard to play in. If I did manage to go outside and I got my clothes and shoes dirty, my mom would be upset with me. I hated wearing those clothes, but I saw how happy it made my mom when I wore them and kept them clean, so I kept on wearing them.”
- A. social learning theory
 - B. cognitive development theory
 - C. queer theory
 - D. symbolic interactionism
 - E. standpoint theory

ANS: A

REF: pp. 45-46

10. Topic or question should be generated by a student. See pages 7-8 of this manual for details on this activity.
11. Topic or question should come from class business. See pages 7-8 of this manual for details on this activity.

True/False

12. Gender schema theory claims that by the age of two, children use the concept of gender to organize their understandings.

ANS: T

REF: p. 47

13. Parents’ roles in children’s gender development are seen as unimportant by cognitive development theory.

ANS: F

REF: pp. 46-47

14. The best way to explain sex and gender is through interpersonal and cultural theories.

ANS: F

REF: pp. 43-44

15. Men and women have hormonal cycles that can affect their behavior.

ANS: T

REF: p. 40

16. According to psychodynamic theories, the first relationship we have fundamentally influences how we define our gender identity.

ANS: T

REF: p. 43

17. According to psychodynamic theorists, gender identity becomes fixed early in life.

ANS: F

REF: p. 47

18. According to standpoint theory, all perspectives on social life are equally insightful.

ANS: F

REF: pp. 51-52

19. Queer theory states that identity categories are limiting and meaningless.

ANS: T

REF: p. 54

20. Performative theory says that gender is not a thing we have, but is instead a thing we do.

ANS: T

REF: p. 55

21. Biological theory says that genes, hormones, and brain structure are the basis of gender difference.

ANS: T

REF: pp. 38-39

22. Biological theory suggests that men and women's brains are formed and develop differently, resulting in different behaviors and characteristics.

ANS: T

REF: p. 41

23. Social learning theory suggests that children actively seek to perform their gender correctly.

ANS: F

REF: pp. 45-46

Identification

24. Gender schema

ANS: An internal framework for categorizing perceptions and behaviors. Children begin to develop a gender schema as early as age two and use it to organize their understanding about appropriate behaviors for boys, girls, men and women.

REF: p. 47

25. Psychodynamic theory

ANS: Infants develop a sense of self and gender identity by internalizing the views of those they interact with early in life. The relationship with the primary caretaker, typically the mother, is a particularly important relationship. Researcher Nancy Chodorow states that mothers tend to form different relationships with boys and girls. Girls tend to define their identities within a relationship since they identify with their mothers and boys tend to define themselves by differentiating themselves from their mothers.

REF: pp. 43-44

26. Social learning theory

ANS: Children learn appropriate behaviors through reinforcement from others. Since children prefer rewards to neutral responses or punishments, they will repeat behaviors reinforced by others as appropriate for their gender. Children are viewed as relatively passive learners.

REF: pp. 45-46

27. Cognitive development theory

ANS: Children select models to teach themselves how to be competent at masculine or feminine behaviors. Children are viewed as active learners. Children develop gender constancy, usually by age three, when they understand they are male or female and that this will not change.

REF: pp. 46-47

28. Symbolic interaction theory

ANS: Symbolic interactionism claims that through communication with others we learn

who we are and how our culture views our identity. Parents and other people tell the child who she or he is through their communication with him/her.

REF: p. 50

29. Queer theory

ANS: Queer theory critiques conventional categories of identity and cultural views of “normal” and “abnormal” particularly in relation to sexuality. To queer theory, labels like man, woman, gay, and straight are meaningless and misleading.

REF: p. 54

Essays

30. Four-year-old Caroline and seven-year-old Jenny are sisters who live and have been raised in the United States. Jenny plays a game in which she is a mother and her stuffed animals are her children. Jenny hugs them and pretends to carefully feed them. Later, young Caroline repeats the same hugging and feeding behaviors with her dolls. Caroline’s mother sees this and states, “Caroline, someday you’ll be a good mommy.” How would anthropological theory of gender explain Caroline’s behaviors? How would cognitive development theory explain Caroline’s behaviors? Make sure you address “maternal instinct” in your answer.

ANS: The anthropological theory of gender would explain Caroline’s behaviors in terms of culture. Society influences our understanding of norms for femininity and masculinity. Caroline is repeating behaviors identified with “good mothering” in U.S. society, which include nurturing mothers displaying devotion to their families. Caroline’s mother may even believe that an innate “maternal instinct” is guiding Caroline’s behaviors (pp. 48-49).

Cognitive development theories of gender development would focus on Caroline as an active learner. She has realized “gender constancy” by age three and is thus highly motivated to learn to be “competent” in her sex and gender. In order to learn this, she has selected her sister as a model to learn how to “enact” femininity (pp. 46-47).

REF: pp. 46-49

31. Using an example from your own life or experience, describe an example of social learning theory in action. Be sure to give sufficient detail from the theory and your experience.

ANS: Answers will vary based on students' experiences. However, the answers should include the idea that we learn what is appropriate or acceptable based on behaving a certain way and then being punished or rewarded for it.

REF: pp. 45-46

32. Biological theories attribute some aspects of masculinity and femininity to the differences between male and female bodies. Yet, the author of your textbook notes that biological differences between women and men are quite small and do not explain most behavioral differences. How should the relationship between biology and gender be understood?

ANS: Although researchers dispute the extent to which biology affects gender, virtually no one argues that biology is irrelevant. At the same time, it is also clear that biology does not direct or determine behaviors. Rather, biology and environmental factors work together in complex ways. For example, although men have far more testosterone, which contributes to muscle development, a physically inactive boy may not develop strong muscles whereas a physically active girl may become quite muscular.

REF: pp. 38-43

33. The author of your textbook notes that "Using the term *man* to describe Zac Efron, Barack Obama, and Kanye West obscures the very different ways that these three people enact their identities as men." Using queer theory, explain what the author means by this statement. How can there be so much variation in a word like *man*. How is a label like this seen by queer theorists?

ANS: Queer theory argues that identities are fluid and are not fixed. Further, words like *man* are reductive and do not represent the vast variation of ways that people express masculinity. These labels are misleading by nature since three people as different as those mentioned in the question all have different identities and differing ways of expressing masculinity.

REF: p. 54

34. What does it mean to say that gender should be viewed as a verb, not a noun? How is gender social? Finally, what are the implications of such claims? Your response should be grounded in performative theory about gender.

ANS: According to performative theory, gender is something we do, not something we have. We see gender in the way someone gestures, how s/he dresses, and how space is used, for example. Because gender is a performance, we rely on others to confirm, challenge, and be an audience for our gender performances. Our verbal and nonverbal communication only sends a particular message about gender because we have agreed on the meanings of such communication. For example, if Callie dresses in a pink frilly

dress, she will likely be perceived as feminine by others because pink and ruffles are associated with femininity in our culture. If we had decided pink was a masculine color, Callie would be seen as masculine for the same behavior. The implication is that gender only exists in the performances that we do with others. We socially construct gender, and we can change it as well. Thinking of gender as performed and social allows us to see its fluidity.

REF: p. 55